Wisconsin Alternate Assessment for English Language Learners:

Guidelines for Educators

2005-2006 Edition

Wisconsin Department of Public Instruction
Madison, Wisconsin

Elizabeth Burmaster
State Superintendent
Wisconsin Department of Public Instruction
Madison, Wisconsin

This publication is available from:
www.dpi.state.wi.us/dpi/dlsea/equity/biling.html

© 2003, 2004, 2005 Wisconsin Department of Public Instruction

Printed on recycled paper

Foreword

The Wisconsin Department of Public Instruction is committed to the proposition that all schools, and all students within schools, will be held accountable to a common set of high academic content standards. For the overwhelming majority of students, a major component of accountability is achieved through administration of the Wisconsin Student Assessment System (WSAS). For a small group of English language learners and special education students, however, assessment of progress using WSAS may be inappropriate. An alternate system of assessment directly aligned with Wisconsin's Model Academic Standards is required to meet both the spirit and letter of the federal No Child Left Behind Act (NCLB) Act of 2001 and PI 13, Wisconsin Administrative Code.

The guide you are about to read, *Wisconsin Alternate Assessment for English Language Learners, 2005-2006 Edition*, provides the guidelines for implementing the alternate assessment for English language learners. This guide includes the procedures for collecting student work samples, the state-mandated rubrics for scoring, and specific topics for each grade level from which tasks should be developed. A timeline for data collection and analysis is included as are the steps to reach inter-rater agreement on the student work samples. These features are intended to ease administration for teachers and strengthen the psychometric properties of the assessment.

Since last year, no changes have been made in the procedures, rubrics or topics for the Wisconsin Alternate Assessment for English Language Learners (WAA-ELL). The significant difference for the 2005-2006 year is the span of grades in which children must be assessed. Beginning this year, all public school students in grades 3-8 and grade 10 must be assessed for academic achievement in reading and mathematics. This is in addition to the comprehensive assessment of language arts, writing, science, and social studies that occurs in grades 4, 8 and 10.

As in previous years, English language learners who are beginning to acquire English language proficiency, meaning that they have been identified as having an English language proficiency level of 1 or 2, must be assessed with WAA-ELL. ELLs with an English language proficiency level of 3 or above must participate in the WKCE-CRT.

The work of the WIDA (World-class Instructional Design and Assessment) Consortium, in which Wisconsin is the lead state, centers on the development of enhanced assessment of English language learners. We must produce alternate assessment that is comparable to the state assessment in rigor and scope. Toward that end, we introduced specific topics for assessment last year, and based on suggestions, modified the list this year. We are currently working on a flexible, yet more standardized mode of academic assessment for beginning English language learners which will be in effect within the next several years.

Alternate assessment of English language learners is one component of a system. We have designed English language proficiency standards, anchored in state academic content standards, to serve as the core for both the assessment of English language proficiency and academic achievement. The information in this guide, along with ongoing professional

development, is essential for sound teaching and assessment practices that lead toward high academic achievement for English language learners.

Margo Gottlieb, Lead Developer
WIDA Consortium

Tim Boals, ELL Assessment Consultant
Office of Educational Accountability
Director, WIDA Consortium

Elizabeth Cranley, ELL Assessment Consultant
Office of Educational Accountability
Associate Director, WIDA Consortium

Wisconsin Alternate Assessment for English Language Learners: 2005-2006

Table of Contents

PART I:

INTRODUCTION

Overview of the Wisconsin Student Assessment System (WSAS): Alternate Assessment for English Language Learners

The 2005-2006 school year brings no significant changes to the state's alternate assessment for English language learners (Limited English Proficient students), with the exception expanding the grades in which students must be assessed in reading and mathematics. Students participating in alternate assessment must have a reported English language proficiency of level 1 or 2 as determined by individual school districts. By definition, the English language proficiency of these students precludes them from meaningful participation in the Wisconsin Knowledge and Concepts Exam-Criteria Referenced Test (WKCE-CRT). The WSAS Alternate Assessment for English Language Learners (WAA-ELL) allows these students access to the same concepts as their English proficient peers while minimizing the influence of language. [You may wish to refer to the Wisconsin Department of Public Instruction's definitions of the language proficiency levels to assist you in making the determination for each student. These definitions, developed in conjunction with the new *English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12*, further clarify the English language proficiency levels outlined in PI 13.07 and are included in Part V of this guidebook.]

The passage of ESEA, *No Child Left Behind* in 2001, makes it eminently clear that all students are to be included in a state's accountability system. Stringent guidelines are necessary to ensure the psychometric soundness of the assessments. Therefore, establishing and maintaining the reliability and validity of the alternate assessment for English language learners is of utmost importance.

This guide is an instructional manual on how to maximize the effectiveness and usability of alternate assessment for English language learners. Alternate assessment for English language learners entails the collection, analysis, and interpretation of original student work in reading and mathematics at grade levels (3-8, and 10) In addition, comprehensive assessment of language arts, writing, science, and social studies occurs in grades 4, 8 and 10.WAA-ELL is based on the identical set of state content standards in reading, mathematics, English language arts, science, and social studies that exists for all students, and it includes alternate performance indicators (APIs) aligned to those standards for English language learners. (APIs can be found on the DPI website: http://www.dpi.state.wi.us/oea/ells.html)

Alternate assessment for English language learners is based on what students know and are able to do. The most valid way students demonstrate their knowledge is through performance assessment. Alternate assessment for English language learners is built from performance activities, tasks, and projects that are embedded in the curriculum and yield original student work (referred to herein as "samples"). These student samples are scored with specified rubrics and a uniform set of criteria. Teachers working with English language learners should

be afforded ample opportunities to collaborate and coordinate alternate assessment through shared planning and professional development.

The Enhanced Assessment System for English Language Learners

Wisconsin is the lead state of a multiple state consortium working on the development of a comprehensive assessment system for English language learners in grades K-12. The system is built on interlocking standards and assessments for English language proficiency (ELP) that focus on the language of social and academic English in the content areas and in the domains of listening, speaking, reading, and writing. The five standards are:

- Standard 1:*English language learners communicate in English for social and instructional purposes within the school setting.*
- Standard 2:*English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts*
- Standard 3:*English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.*
- Standard 4:*English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.*
- Standard 5:*English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.*

These ELP standards, which were derived from and are a complement to Wisconsin's Model Academic Standards and the Alternate Performance Indicators (APIs), are connected to academic achievement in language arts/reading, mathematics, science, and social studies. Diagram 1 illustrates this relationship, where academic and English language proficiency standards are directly linked to both assessment and curriculum and instruction. What the state ultimately envisions for English language learners is that while traversing the scale of English language proficiency from 1 to 6, students will make a seamless transition from alternate assessment, to state assessment with accommodations, to state assessments without accommodations.

Diagram 1: The Enhanced Assessment System for English Language Learners

```
┌─────────────────────────────────────────────────────────────────────────┐
│  English        English                        Spanish                    │
│  language       language       Academic        language arts              │
│  proficiency    proficiency    content         standards                  │
│  standards:     standards:large standards                                 │
│  classroom      scale                                                     │
│                                                                           │
│  Curriculum and                                               Curriculum  │
│  Instruction                                                  and         │
│                                                               Instruction │
│                 Specifications   Specifications                           │
│                 and blueprints   and blueprints                           │
│                                                                           │
│                 ACCESS for       Academic      State assessment           │
│                 ELLs: English    ACCESS:       with                       │
│                 language         Academic      accommodations             │
│                 proficiency test content test                             │
└─────────────────────────────────────────────────────────────────────────┘
```

Since 1998, when the Department of Public Instruction first gathered content area experts to create the alternate performance indicators for the state's academic content standards in language arts, mathematics, science, and social studies, Wisconsin has been a leader in how to address standards-based assessment of English language learners. The approach has evolved over the years, from strictly performance assessment with a uniform content-based rubric to one that is more standard in its requirements and timelines.

The following are features of Wisconsin's alternate assessment for English language learners for the 2005-2006 school year:

- Designed for English language learners at grade levels 3, 4, 5, 6, 7, 8, and 10;

- Targeted for English language learners at English language proficiency levels 1 and 2, as determined by a state-approved, standardized English language proficiency test;

- Built on content areas including reading and mathematics (grades 3-8 and 10) and language arts, writing, science, and social studies (grades 4,8 and 10);

- Anchored in the state's alternate performance indicators of its academic content standards;

- Drawn from identified curricular topics in each content area; and

- Scored with a standard set of rubrics crafted for English language learners.

Improvements in the State's Alternate Assessment for
English Language Learners

Over the past several years, there have been several changes in the alternate assessment of English language learners. One of the main changes has been that **Spanish or any other native language may be used for assessment and accountability** if it is either the language of instruction or if a student's proficiency in the native language allows for more valid and reliable information regarding what the student knows and is able to do. In other words, a student's performance on alternate assessment using his or her native language will count as comparable to using English, providing that at least one rater is bilingual in English and the student's native language. [Note: If a licensed teacher is not bilingual, a bilingual aide, working in tandem with a licensed teacher, may be a rater.] This acceptable use of a student's native language remains in effect.

Other modifications in effect within the past few years include the following:

- Addition of curricular topics for selection by grade level cluster in each content area: language arts/reading, mathematics, science, and social studies;

- Revision of rubrics---

  - use of a revised MECCA holistic scale for large-scale assessment,
  - *optional* use of MECCA analytic scale for classroom assessment,
  - introduction of a holistic reading rubric,
  - introduction of a holistic writing rubric,
  - elimination of the standards-referenced guides;

- Streamlined, more standard procedures that rely on the selection of content area assessment topics from a comprehensive list; and

- Expanded timeline for data collection, analysis, and reporting.

New for 2005-2006:

- Expanded grades in which students must be assessed to include reading and mathematics for grades 3 through 8 and 10, and additional assessment of language arts, writing, science, and social studies in grades 4, 8 and 10.

**WSAS - Alternate Assessment for English Language Learners:
Responsibilities of Administrators**

As stakeholders in the educational process, superintendents, principals, directors, and coordinators must ensure that English language learners are fully integrated into Wisconsin's assessment and accountability system. The following list outlines the roles of administrators in the planning, implementing, and reporting phases of this initiative:

<u>Planning</u>

✓ Working with administrators and teachers to establish a district-wide system (e.g., electronic or portfolio) for data collection, analysis, reporting, and maintenance at the student level

✓ Setting up timelines for planning, implementing, and analyzing data

✓ Determining coverage of academic content standards and APIs for grade level clusters

✓ Becoming familiar with the rubrics: MECCA for language arts, mathematics, science, and social studies; writing; and reading

✓ Developing, modifying, or selecting assessment tasks from the list of topics for content areas at benchmark grade levels (3, 4, 5, 6, 7, 8, and 10)

✓ Arranging sustained professional development on the alternate assessment system

✓ Establishing lines of communication among the stakeholders

<u>Implementing</u>

✓ Creating, to the extent feasible, standard conditions for administration of assessment tasks across the district

✓ Coding the use of assessment tasks by grade level by aggregating information from the teachers' logs

✓ Preparing district forms, spread sheets, or computer software (as deemed necessary)

Analyzing and Reporting Results

✓ Setting the parameters for establishing inter-rater agreement, securing teacher teams, and devoting time to the activity

✓ Developing procedures to annotate student work samples and overseeing scoring teams

✓ Certifying the inter-rater agreement for each content area and grade level

✓ Interpreting results for schools

✓ Distributing results to administrators, teachers, students, and parents

✓ Ensuring continuity among teachers and schools

Every school district with English language learners participating in alternate assessment must establish specific guidelines for implementing the performance tasks across content areas as well as maintain student records. This guide is a starting point for that process. Although the process will be customized to best meet a local district's individual requirements, there are several non-negotiable items and products that will be standard for every school district in Wisconsin.

ALL SCHOOL DISTRICTS INVOLVED IN THE ALTERNATE ASSESSMENT FOR ENGLISH LANGUAGE LEARNERS WILL:

1. **Rely on standards-based, performance assessment that produces original student work;**

2. **Use the MECCA rubric for language arts, mathematics, science, and social studies as well as the rubrics for writing and reading to score student work;**

3. **Score student work samples in teacher teams and certify levels of inter-rater agreement;**

4. **Record scores as state designations of Minimal, Basic, Proficient, and Advanced;**

5. **Collect, analyze, and submit scores to the state in the stipulated time frame; and**

6. **Maintain student and scoring records of the alternate assessment for English language learners at grade levels 3, 4, 5, 6, 7, 8, and 10.**

**Ideas for Professional Development at the School District Level on the WSAS:
Alternate Assessment for English Language Learners**

All educators working with English language learners, including mainstream, bilingual, and English as a Second Language (ESL) teachers, must be adequately prepared to integrate alternate assessment within their instruction. The following menu offers suggestions for professional development topics and training:

- ❑ Alternate assessment for English language learners: Its rationale, purpose, importance, organization, use, timetable for implementation, ongoing collaboration with teachers, and data maintenance

- ❑ Assessment of and accountability for English language learners

- ❑ Integration of the alternate assessment of English language learners into the district's overall assessment plan

- ❑ Development of student assessment portfolios: Policies and procedures

- ❑ The relationship between English language proficiency standards and Alternate Performance Indicators (APIs) and their match to curriculum, instruction, and assessment

- ❑ Development or modification of standards-based tasks at benchmark grade levels from identified topics

- ❑ Use of the writing and reading rubrics

- ❑ Use of the MECCA rubric in scoring student work samples in language arts, mathematics, science, and social studies

- ❑ Optional use of the MECCA analytic rubric for diagnosing students and targeting instruction

- ❑ Establishment of inter-rater agreement for student work samples

- ❑ Results of alternate assessment of English language learners: Implications for classrooms and school improvement

PART II:

PROCEDURES

Timelines and Guidelines for Data Collection and Analysis of Alternate Assessment for English Language Learners for 2005-2006

Eligibility and Participation:

As stated in PI 13, **the WAA-ELL is an alternate assessment on the same scale as the WKCE for official use only with English language learners at the beginner proficiency levels 1 and 2** (definitions of proficiency levels on page 47) in grade levels 3 through 8 and 10, for whom the state assessment, even with accommodations, is an invalid measure of their academic achievement.

NCLB further requires that **alternate assessment in language arts and reading be limited in time to three consecutive years in US schools**. (There are no time limits for math, science or social studies.) In Wisconsin, the time limits begin with grade 1. Thus, a student beginning in either kindergarten or grade 1 would take the WKCE in reading and language arts at grade 4 (after three full academic years, excluding kindergarten), with accommodations as needed and allowable, even if the student has not yet reached English proficiency level 3. Similarly, a student entering a US school in grade 5 would take the test in the 8th grade, having completed three full academic years in US schools and assuming he or she has not already advanced to proficiency level 3 or above. However, a school may convene a committee to consider the appropriateness of including individual ELLs in the WKCE English language arts and reading tests if the student is below level 3, thus continuing alternate assessment for up to two additional years, one year at a time. **Once students have reached English language proficiency level 3, they must participate in WKCE with accommodations as needed and allowable.**

Language of Assessment

Students may be assessed in English, the language of instruction (if different from English), or their native language (regardless of language of instruction) if
- Assessment in the native language is considered to be the best way to yield the most valid and reliable information regarding what students know and are able to do, and
- If a licensed bilingual teacher or a bilingual teacher's aide working in tandem with a licensed teacher is available to rate the students' work.

Students may be assessed in their native language in all content areas, including language arts, reading and writing.

Prior to Data Collection:
1. Each school district is to identify the English language learners at English language proficiency levels 1 and 2 in grade levels 3 through 8 and 10 who are eligible for alternate assessment. This determination is to be based on the results from one of the state's approved language proficiency measures:
   a. WIDA ACCESS Placement Test (W-APT) (This is the preferred instrument and is available free of charge as downloadable PDF files at www.wida.us.)
   b. Idea Proficiency Test (IPT)

c. Language Assessment Scales (LAS)
  d. Maculaitis II (MAC II)
  e. Woodcock-Muñoz

2. Mainstream, English as a second language (ESL), and bilingual teachers in every school are to develop and coordinate a plan and schedule for data collection, analysis of student work, and reporting of results for alternate assessment.

Timelines for Alternate Assessment for WKCE (Grades 3, 4, 5, 6, 7, 8 and 10):

Collecting Student Data in All Content Areas: September 1- November 17, 2005

Determining Inter-rater Agreement for Student Samples: November 18-23, 2005

Reporting of Student Scores on the WKCE Student Recording Form:
By November 30, 2005

The above timelines are recommended. The WKCE testing window is from October 24-November 25, 2005. Student work samples may be collected and scored up until the end of the day November 25. Scores may be recorded on test booklets the following week. The last day to have WKCE test booklets picked up to be sent to CTB for scoring is December 16, 2005. Individual districts may establish modified timelines within these parameters.

Coverage of Content for WKCE Alternate Assessment:

Alternate assessment is grounded in instruction and should occur within the instructional cycle. It covers the identical content areas as the state test, which includes:

Grades 3, 5, 6, and 7:
  1. Reading
  2. Mathematics

Number of Required Student Samples of Original Work for Grades 3,5,6,7:

- **2** per content area for reading and mathematics (native language or English), (a total of 4);

Grades 4, 8 and 10
  1. Language Arts, Reading, and Writing
  2. Mathematics
  3. Science
  4. Social Studies

Number of Required Student Samples of Original Work for Grades 4, 8 and 10:

- **2** per content area for (native or Englsih) language arts, mathematics, science, and social studies (a total of 8);
- **1** reading sample and

- **1** writing sample (native language or English).

There are 2 options in regard to the student reading and writing samples:

1. The reading and writing samples may be the students' language arts, mathematics, science, or social studies samples that are double scored (once for the content area and once for reading or writing). In this case, alternate assessment will consist of a total of 8 student samples.

2. The reading and writing samples may be additional student samples collected with the explicit purpose of measuring these language domains. In this case, alternate assessment will consist of a total of 10 student samples. This is the preferred option so that students have a greater opportunity to demonstrate their skills and knowledge.

Topics for Alternate Assessment:

Curricular topics have been identified for each content area by grade level cluster (see list on the following pages) in accordance with state academic content standards and alternate performance indicators. These topics correspond to units of instruction, and selection of samples of original student work should be taken exclusively from assessments within these units during the stipulated time frame. *DPI strongly recommends that at least one of the tasks used to produce the student work samples be a district-wide task; for example, all fourth graders in the district might do an assessment task measuring their knowledge of Native Americans in Wisconsin history. This consistency in the tasks will help ensure the validity and reliability of scores throughout the district.*

Student Work Samples:

The two samples of original student work per content area (reading, mathematics, language arts, science, and social studies) are to represent 2 topics addressed in instruction during the designated window (September 1-November 17, 2005). The samples are to be maintained in an individual student portfolio for alternate assessment along with the scoring rubrics. All student work is to be anchored in the state's academic content standards for the given content area and is to address specific standards or alternate performance indicators (APIs) designed for English language learners at the designated grade level. Teachers should also be familiar with the grade specific Assessment Frameworks for Reading, Mathematics and Science even though there are not APIs for these Frameworks. All samples are to be representative of what an individual English language learner can produce independently.

For grades 4, 8 and 10, the writing or reading samples do not require an independent topic or specific genre. They may be selected from any other student sample in the portfolio that has enough writing or print to generate a score on the writing or reading rubric.

Data Analysis:

Rubrics:

There are 4 holistic rubrics that are to be used to interpret student work samples:

1. Measuring Essential Communication in the Content Areas (MECCA) for language arts, mathematics, science, and social studies;
2. English/ Native Language Reading;
3. English/Native Language Writing: Composition
4. English/Native Language Writing: Conventions

All rubrics for alternate assessment use the state designations: Minimal, Basic, Proficient, and Advanced

The MECCA analytic rubric is available for <u>optional</u> classroom use but is not to be used for accountability purposes.

Inter-rater agreement:

After data collection is complete, teachers are to score the student samples and then check their scores with another teacher assigned to score the same samples. To ensure consistency, teachers must agree with the state designation (minimal, basic, proficient, or advanced) assigned to the student samples at least 80% of the time. Specific procedures are included in the following pages.

Teachers are to sign a form to verify that they have reached acceptable levels of inter-rater agreement.

Alternate Assessment for WRCT (Grade 3):

The Wisconsin Reading and Comprehension Test (WRCT) will no longer be given. Beginning this year, 2005-2006, third grade students will take the WKCE-CRT in reading and mathematics during the same fall testing window as all other students in the tested grades of 3-8 and 10. As with all tested grades, alternate assessment scores will be reported on the back of the WKCE test booklets.

Topics for Alternate Assessment of English Language Learners

The introduction of grade level cluster topics was intended to structure the process, limit the scope of data collection to a more reasonable range, and thereby, improve the reliability of the results. The major finding from a validity study conducted in three Wisconsin school districts during 2002 substantiates that a narrower field for data collection is required to establish comparability of the results. Based on suggestions from teachers, the topics list for 2004-2005 was slightly modify and expanded; this list remains in effect for 2005-2006.[3]

To the extent feasible, selection of topics for the tested grade levels (those currently impacted by state assessment) should remain confined to the designated grade level cluster, 3-5, 6-8, or 9-12, as featured in the table on the following pages. Furthermore, as Wisconsin moves to grade level expectations—known as the Assessments Frameworks, attention should be given to matching topics from the WAA-ELL list to the Assessment Framework appropriate for the grade. For example, for grade level cluster 3-5, "biography" is listed as a genre for reading/language arts with "organization of texts" as a topic. The Wisconsin Reading Assessment Framework also lists "biography" as a literary genre for third grade and students should be able to "demonstrate understanding of explicitly stated sequence of events in literary and informational texts."

In addition to stipulating specific topics, DPI strongly recommends that at least one of the tasks used to produce the student work samples be a district-wide task; for example, all fourth graders in the district might do an assessment task measuring their knowledge of Native Americans in Wisconsin history. This consistency in the tasks will help ensure the validity and reliability of scores throughout the district.

Two important aspects of alternate assessment to remember: Assessment should reflect the language that yields the most valid and reliable information about what students know and can do in the different subject areas. Second, there are topics for assessment from which teachers (or school/district administrators) must choose. In the case of reading and language arts, there are both topics and genres identified for each grade level cluster. Teachers are to choose one topic and combine it with one genre to develop an assessment task.

---

[3] If the topics included within these Guidelines do not meet the curricular demands of your school or district, please notify DPI so that we may amend future lists.

Topics for Alternate Assessment of English Language Learners

Grade Levels	Language Arts/ Reading	Mathematics	Science	Social Studies
3-5	**Genres** • Biographies/ autobiography • Fables • Fairy tales • Fantasy • Folklore • Informational texts • Legends • Mysteries • Myths • Narratives • Poetry • Prose • Science fiction • Tall tales **Topics** • Affixes & root words • Fact & opinion • Hyperbole • Main ideas/ details • Organization of texts • Phonemes/phonology • Point of view • Story grammar • Text structure & organization	• Angles • Area • Basic operations (multiplication & division) • Decimals • Descriptive statistics • Equivalent forms (fractions, decimals, percent) • Fractions • Patterns and relationships • Percent • Perimeter • Place value • Polygons • Sets • Three-dimensional shapes • Whole numbers	• Animals • Cells & organisms • Earth materials • Ecology & conservation Ecosystems Energy sources Forces of nature Fossils Geological forms Heat Life cycles Living/ non-living things Magnetism Plants Reproduction & heredity Scientific method Simple machines Solar system Sound States of matter Weather patterns	Branches of government Colonization Communities Explorers Goods and services Historical events, figures, & leaders Immigration Legends/scales Maps and globes Neighbors north & south Prehistoric animals Resources and products Tools Topography Trade routes U.S. documents U.S. regions: Rivers, coasts, mountains, deserts, plains

Topics for Alternate Assessment of English Language Learners

Grade Levels	Language Arts/ Reading	Mathematics	Science	Social Studies
6-8	**Genres** • Adventure • Ballads • Editorials • Historical documents • Human interest • Multi-media • Mythology • Poetry/ free verse • Science fiction • Technical texts **Topics** • Alliteration • Author's purpose • Dialogue • Metaphors & similes • Multiple meanings • Personification • Synonyms, antonyms, homophones	• Area, volume, circumference • Complex 2 & 3 dimensional figures • Data sets & plots • Factors • Integers • Interpreting data & statistics • Line segments & angles • Measures of central tendency • Metric & U.S. customary units/ measurement • Probability • Ratio & proportion • Square root	Atoms & molecules Bacteria to plants Body systems & organs Chemical building blocks Climate zones Comets/meteorites Electricity & magnetism Elements & compounds Forms of energy Light Motion and force Natural disasters Reproduction Scientific invention Solar system Temperature changes • Water	Ancient/medieval civilizations Bill of Rights Civil War Countries/continents Forms/ organization of government Freedom and democracy Longitude/latitude/time zones Revolution Rights & responsibilities Slavery U.S. constitution

Topics for Alternate Assessment of English Language Learners

Grade Levels	Language Arts/ Reading	Mathematics	Science	Social Studies
9-12	**Genres** • Critical commentary • Literary genres • Monologues **Topics** • Analogies • Author's perspective • Bias • Parody • Satire • Symbolism	• Data interpretation • Derived attributes • Equations • Geometric models • Mathematical functions • Powers • Roots • Speed & acceleration	• Atoms & molecules/ nuclear structures • Chemical & physical change • Compounds • Constellations • Food chains • Forces & motion • Genetics & heredity • Scientific research • Simple organisms • Taxonomic systems • Vertebrates & invertebrates	Global economy Historical figures & times Individual rights and responsibilities Social issues/ inequities The story of the U.S. • World history/ civilizations/ cultures

**Scoring Original Work Samples of English Language Learners:
Documentation Tools or Rubrics**

Below is a list of the rubrics to be used in scoring student work samples in each content area. For native language or English language arts, mathematics, science, and social studies, administrators, in collaboration with teachers, are to use the Measuring Essential Communication in the Content Areas (MECCA) holistic rubric. Reading and writing[4] have separate holistic rubrics that are to be used.

Content Area	**Rubric**
Mathematics	MECCA holistic rubric
Science	MECCA holistic rubric
Social Studies	MECCA holistic rubric
English or Native Language Arts	MECCA holistic rubric
Reading (in English or Native language)	Reading holistic rubric
Writing (in English or Native language)	Writing composition rubric Writing conventions rubric

---

[4] The writing rubrics are modified versions of the State rubric designed for native speakers of English. There are two scores (The Writing Guide Composition Rubric and the Conventions of Written Language rubric), which are added together to determine a composite score, which equates to a proficiency level designation. (See p. 35).

Uses of the Measuring Essential Communication in the Content Areas (MECCA) Rubric

The MECCA rubric is the primary documentation tool for reporting language arts, mathematics, science, and social studies alternate assessment scores for English language learners. The holistic scale is required for all large-scale assessment decisions that are to be reported to the state. The analytic scale is <u>optional</u> and may be used by individual teachers or teachers throughout a school district. The uses of each form of the MECCA rubric are presented below:

The MECCA holistic scale required for statewide reporting:

♦ Provides an overall notion of a student's achievement in the content areas of language arts, mathematics, science, and social studies;

♦ Documents academic achievement of English language learners in reliable and valid ways;

♦ Communicates results using the Wisconsin designation scheme.

The MECCA analytic scale for individual teachers, grade levels, or districts:

♦ Provides a profile of a student's academic achievement in the content areas of language arts, mathematics, science, and social studies;

♦ Offers teachers specific diagnostic information on individual student's vocabulary, language use, conceptual development, and cognitive involvement for each content area;

♦ Communicates results using the Wisconsin designation scheme while being sensitive to student growth patterns over time.

It is suggested that all teachers be provided with professional development opportunities to collaborate and coordinate alternate assessment with other teachers working with English language learners.

The planning sheet that follows offers one way for teachers and administrators to organize data collection, scoring of student samples, and reporting the results for WKCE alternate assessment. It is divided into three monthly segments, starting September 1, 2005, in order to lessen the burden of gathering student samples at the close of the data collection window in mid-November. Teachers at grade levels 3-8, and 10 throughout a school district or school should meet to plan WKCE alternate assessment of their English language learners.

2005-2006

Planning Sheet for Collecting, Scoring, and Reporting Results for Alternate Assessment of English Language Learners

School District: _____ **School:** _____ **Grade Level:** _____

Content Area and Documentation Tool	Time Frame for Collecting Samples					Teachers Involved
	September 1-30	October 1-31	November 1-17	18-23*	28-30	
Mathematics: MECCA holistic rubric						
Science: MECCA holistic rubric						
Social Studies: MECCA holistic rubric						
English/ Spanish Language Arts: MECCA holistic rubric						
Reading: Reading rubric						
Writing: Writing rubrics						

November 18-23, 2005 is the window for data analysis and inter-rater agreement; November 28-30 is set up for reporting scores on the student's test form.

Guidelines for Establishing Inter-Rater Agreement on Student Work Samples

In WSAS Alternate Assessment for English language learners, student work is generated through a series of performance tasks that represent topics identified for each grade level cluster. Assessment tasks are to be built within actual classroom experiences and curricula and anchored in Wisconsin's Model Academic Standards and accompanying Assessment Frameworks and/or alternate performance indicators (APIs) for ELLs. To the extent feasible, assessment is to be administered under standard conditions.

The analysis and interpretation of student work samples for language arts, mathematics, science, and social studies, in English or the students' native language, revolve around the MECCA holistic rubric. The analysis and interpretation of student work samples for reading and writing are based on separate reading and writing rubrics. Each school district should arrange professional development time for teachers to score and discuss the student samples using the above rubrics.

Inter-rater agreement is critical in performance assessment as it is the basis for establishing reliability or consistency in scoring student work samples. A pair of teachers, who first work independently and then compare their results, need to agree 80%-90% of the time on the sample's assigned state designation: minimal, basic, proficient, or advanced. The steps for determining inter-rater agreement are outlined below followed by a series of sample forms.

Overall Considerations and Preparation:

1. Arrange dedicated times to score student samples for language arts, mathematics, science, and social studies using MECCA. Another time frame should be devoted to scoring reading and writing samples. The amount of time depends on the number of students per grade level and the number of tasks to be scored. Solicit bilingual, ESL, and classroom teachers working with English language learners to form grade level teams of two teachers. At times, a third teacher will be needed in the case of a discrepancy in scoring.

2. Make enough copies of the MECCA holistic rubric to match the number of student work samples used for language arts, mathematics, science and social studies (refer to the Resource Documents for individual copies for each content area). Likewise, make enough copies of the reading and writing rubrics for each student.

3. Number the student work samples by placing a numeral on the upper right-hand side of the rubrics; 3th grade numerals should begin with 3-1, 4th grade numerals should begin with 4-1, 5th grade, 5-1, and so on. Staple the student work sample behind the rubrics for the designated content area or domain.

Steps for Establishing Inter-Rater Agreement on Student Work Samples

The scoring of student work samples for alternate assessment needs to be conducted under standard, uniform conditions to maximize the reliability of the results. This means that each school district is to conduct a training session for all teachers who are involved in setting the ground rules and procedures, and they should practice scoring a set of papers. It is the administrator's responsibility to arrange the scoring sessions that best fit the overall schedule of the district and the schools involved in alternate assessment of English language learners.

The following steps are to be followed to arrive at inter-rater agreement:

1. Form teams of 2 teachers, including bilingual, ESL, and classroom teachers, who are familiar with the designated benchmark grade level (3-8, or 10) and have worked with English language learners. In districts that support native language instruction, pairs of bilingual teachers should be formed to score native language student samples.

2. Assign the teacher who conducted the assessment tasks as the lead for scoring the student samples. That person is responsible for noting the inter-rater agreement of the team in scoring the samples and distributing the samples to the individual student folders or portfolios. Both members of the scoring team follow the identical procedures for establishing inter-rater agreement.

3. Plan to interpret about 10 student work samples at a time. The samples could represent a portfolio of work for one student (suggested for grade 4) or work samples from 10 different students in a content area (suggested for grades 3, 5, 6, 7, 8 and 10). One sample minimally corresponds to an assessment task. Each teacher scores student samples independently and then compares results with his/her teammate.

4. Become familiar with the four performance levels (Minimal to Advanced) and their associated criteria identified in the MECCA rubric. Complete the identifying student information on the top of the rubric and supply the context for assessment.

5. Determine the state designation: Minimal, Basic, Proficient, or Advanced for the sample based on the criteria in the rubric. If a student's sample represents criteria in two contiguous designations for the content area, assign the designation that overall is indicative of the student's conceptual knowledge.

6. Transfer the information onto the sheet, "Establishing Inter-Rater Reliability: Scoring the Samples and Reporting the Results." After recording the scores for the 10 samples, compare the designation for each sample with that of your teammate. If there is a discrepancy by 1 designation (e.g., one person has Minimal and one person has Basic), place a + mark to the right of the last column. If there is a discrepancy by 2 categories (e.g., one person has Minimal and one person has Proficient), place two + + marks to the right of the last column.

7. Give 10% for each sample in which you and your partner agree on the designation and add the percent. Aim to establish a minimum of 80-90% inter-rater agreement, or a 1:1 agreement on 8-9 of the 10 samples.

8. Submit all samples with **any** discrepancy of designation to a third teacher to judge the students' work. The third teacher's judgment is the one that counts in the final analysis.

9. Sign the verification form on inter-rater agreement. The teacher who administered the assessment retains it in a file marked "2005-2006 Wisconsin Alternate Assessment for English Language Learners."

10. Repeat the process until all samples are scored for language arts, mathematics, science, and social studies.

11. For grades 4, 8 and 10, select a sample from any content area that best reflects the student's reading comprehension. Apply the criteria from the reading rubric and rescore the sample. (A separate sample for reading may be collected and analyzed if preferred.)

    For grades 3, 5, 6, and 7, score both reading samples using the reading rubric, following the procedures outlined above for the MECCA rubric.

12. For grade 4, 8 and 10, select a student sample from any content area that has yielded the greatest amount of independent writing. Apply the criteria from the writing rubrics and rescore the sample. (A separate sample for writing may be collected and analyzed if preferred.) *Please note that unlike the other rubrics, the writing rubrics yield numeric scores that must be added together and then assigned a designation based upon the composite score. The designations are as follows: Minimal = 0-1; Basic = 2-3; Proficient = 4-6; Advanced = 7-9. For more details see p. 35.*

13. Organize all student samples, scoring sheets, and verification forms by schools, teachers, and grade levels. Return the packet to the teacher who conducted the assessment, who will then place it in the student's alternate assessment portfolio.

14. Upon completion of the scoring of student samples, summarize the information on inter-rater agreement. Fill in the form "2005-2006 District Report on Inter-Rater Agreement for Alternate Assessment of English Language Learners." Have the district coordinator or the administrator who is responsible for the alternate assessment of English language learners maintain it in a file.

15. Optional: Have the bilingual, ESL, or alternate assessment coordinator complete the "District Reporting Form by School and by Grade Level for Alternate Assessment for English Language Learners in Language Arts, Mathematics, Science, and Social Studies for the 2005-2006 School Year."

16. For the WKCE, record the scores for the alternate assessment on the back of each student's WKCE test booklet to be returned to CTB-McGraw Hill. For grades 3 and 5-7, fill in <u>only</u> the reading and mathematics sections; leave all other content areas blank.

PART III:

RUBRICS

Measuring Essential Communication in the Content Areas (MECCA) – 2005 Required Holistic Rubric

Student Name: _____ Grade Level: _____ Date: _____ Teacher: _____

Content Area: Language Arts ____   Mathematics ____   Science ____   Social Studies ____   Evidence: Oral ____   Written ____   Graphic ____

Language of Assessment: English ____   Spanish ____   Other (Please Specify) _____

Advanced	Represents the interrelatedness of content area concepts with or without graphic representations. Displays a deep understanding and use of content-specific, grade level vocabulary. Solves complex problems using a variety of reasoning strategies with clear evidence of abstract reasoning. Infers and synthesizes meaning to create and transform knowledge. Presents ideas and concepts with coherence and organization. Consistently uses language patterns associated with the content area with accuracy.
Proficient	Represents some content area concepts using graphic representation (such as models, charts, tables, graphs, drawings, concept maps, displays, or illustrations) and some concepts without graphic support. Consistently uses content-specific, grade level vocabulary. Solves concrete, content-based problems using a variety of strategies with some evidence of abstract reasoning. Creates meaning in familiar situations but does not transform knowledge to create new meaning. Presents ideas and concepts, but not always with coherence or organization. Uses language patterns associated with the content area, with few errors in usage.
Basic	Reproduces some content area concepts using graphic representation such as models, charts, tables, graphs, drawings, concept maps, displays, illustrations, or other graphic support. Reproduces content-related and some content-specific vocabulary. Reorganizes the presentation of content-related concepts on a limited basis to solve explicit problems with no apparent use of abstract reasoning. Sometimes uses language patterns typically associated with the content area, with obvious errors in usage that may impede meaning.
Minimal	Identifies some content area concepts when associated with visual or graphic support. Primarily uses everyday language in place of content-specific vocabulary. May recognize concrete concepts, but is unable to solve problems in the content area. Uses limited, repetitious language patterns to communicate content, with errors that typically impede meaning.

Measuring Essential Communication in the Content Areas (MECCA) – 2005 Optional Analytic Rubric | Version 3

	Vocabulary	Language Use	Conceptual Development	Cognitive Involvement
Advanced	Displays a deep understanding and use of content-specific, grade level vocabulary.	Presents ideas and concepts with coherence and organization. Consistently uses language patterns associated with the content area with accuracy.	Represents the interrelatedness of content area concepts with or without graphic representations.	Solves complex problems using a variety of reasoning strategies with clear evidence of abstract reasoning. Infers and synthesizes meaning to create and transform knowledge
Proficient	Consistently uses content-specific, grade level vocabulary.	Presents ideas and concepts, but not always with coherence or organization. Uses language patterns associated with the content area, with few errors in usage.	Represents some content area concepts (using graphic representation such as models, charts, tables, graphs, drawings, concept maps, displays, or illustrations) and some concepts without graphic support.	Solves concrete, content-based problems using a variety of strategies with some evidence of abstract reasoning. Creates meaning in familiar situations but does not transform knowledge to create new meaning.
Basic	Reproduces content-related and some content-specific vocabulary.	Sometimes uses language patterns typically associated with the content area, with obvious errors in usage that may impede meaning.	Reproduces some content area concepts using graphic representation such as models, charts, tables, graphs, drawings, concept maps, displays, illustrations, or other graphic support.	Reorganizes the presentation of content-related concepts on a limited basis to solve explicit problems with no apparent use of abstract reasoning.
Minimal	Primarily uses everyday language in place of content-specific vocabulary.	Uses limited, repetitious language patterns to communicate content, with errors that typically impede meaning.	Identifies some content area concepts when associated with visual or graphic support.	May recognize concrete concepts, but is unable to solve problems in the content area.

Reading Guide for English Language Learners: 2005-06 Required Holistic Rubric

Student Name: _____ **Grade Level:** _____ **Date:** _____ **Teacher:** _____

Language of Assessment: **English** _____ **Spanish** _____ **Other (Please Specify)** _____

Advanced	• Reads and comprehends a wide range of texts at or above grade level. • Uses a variety of reading comprehension strategies (including using context & graphic clues, predicting, summarizing, analyzing, and making inferences). • Identifies literary genres and elements accurately, such as theme or author's intent & purpose. • Distinguishes fact from opinion consistently (OR: Responds personally and critically to texts.) • Engages prior knowledge instantly to make sense of text. • Uses organizational text features and illustrations to enhance comprehension. • Uses story and text structures to identify main ideas and details. • Applies dictionary and library skills purposefully and independently. • Uses variety of vocabulary to describe self, school, and community. • Demonstrates automatic phonemic awareness and word analysis skills, including grammar and syntax to decipher new vocabulary.
Proficient	• Reads and comprehends a range of texts approaching grade level. • Uses several reading comprehension strategies (including using context & graphic clues, predicting, summarizing, analyzing, and making inferences). • Identifies some literary genres and elements accurately, such as theme or author's intent & purpose. • Distinguishes fact from opinion with some inaccuracies. (OR: Responds personally and critically to texts with some inaccuracies.) • Engages prior knowledge frequently to make sense of text. • Frequently uses organizational text features and illustrations to enhance comprehension. • Uses some story and text structures to identify main idea and details. • Applies dictionary and library skills with assistance. • Uses vocabulary to describe self, school, and community. • Demonstrates phonemic awareness with few inconsistencies and uses word analysis skills, including grammar and syntax to decipher new vocabulary.

Basic	- Reads and comprehends high interest, narrative stories below grade level. - Uses few reading comprehension strategies (including using context & graphic clues, predicting, summarizing, analyzing, and making inferences). - Identifies few literary genres and elements accurately, such as theme or author's intent & purpose. - May be able to distinguish fact from opinion.(OR: Responds personally and critically to text with many inaccuracies.) - Sometimes engages prior knowledge to make sense of text. - Uses some organizational text features and illustrations to enhance comprehension. - Uses few story and text structures and may find main idea with some details. - Applies some dictionary and library skills with assistance. - Uses limited vocabulary to describe self, school, and community. - Demonstrates some phonemic awareness and uses word analysis skills, including grammar and syntax to decipher new vocabulary.
Minimal	- Comprehends stories read aloud by teacher and can read decodable and pattern texts below grade level. - Uses few reading comprehension strategies (including using pictures & graphic clues and predicting). - Identifies few literary genres and elements accurately, such as theme or author's intent & purpose. - May be able to distinguish fact from opinion. (OR: May not respond personally and critically to text.) - Rarely engages prior knowledge to make sense of text. - Uses few organizational text features and illustrations to promote comprehension. - Uses some story structure but may not find main idea and details. - May apply some dictionary and library skills with assistance. - Uses limited vocabulary to describe self and school. - Demonstrates little phonemic awareness and uses few word analysis skills, including grammar and syntax to decipher new vocabulary.

Writing Guide for English Language Learners: 2005 Required Rubric—Composition

Student Name: _____ Grade Level: _____ Date: _____ Teacher: _____

Language of Assessment: English _____   Spanish _____   Other (Please Specify) _____

6 **Exemplary** **Control of the** **Domain**	The writer's focus or thesis is either explicitly stated or strongly implied and consistently guides the paper's development. Content is thoughtful, insightful, and unusually well-developed and supported. There is an engaging introduction, a satisfying conclusion, effective transitions, and a clear progression in the organization of the writing. The writer's purpose is clear and the needs of the audience are addressed. Syntax is very well controlled, resulting in a fluid, varied, and effective writing style. Word choice is unusually skilled and precise and is guided by the writer's sense of purpose and audience.
5 **Advanced** **Control of the** **Domain**	The writer's focus or thesis is either explicitly stated or strongly implied but not consistently followed. Content is solidly developed and supported, but elaboration is less consistently specific and insightful. There is a clear introduction, an identifiable conclusion, usually good transitions and a clear progression in the organization of the writing. The paper may be more formulaic than the exemplary response. The writer's purpose is clear and the needs of the audience are addressed with some lapses. Syntax is consistently clear and effective. Overall, word choice is very effective and guided by the writer's sense of purpose and audience.
4 **Proficient** **Control of the** **Domain**	The writer's focus or thesis is either explicitly stated or strongly implied. Overall, the focus is clearly evident, though the response may contain a paragraph or section where coherence is briefly lost. Content is developed and supported; however, elaboration is typically general. The introduction is clear and conclusion is apparent, but may be more formulaic and less effective. Transitions are present, but may break down in places. The writer's purpose can be discerned with some inference and some attempt is made to meet the needs of the audience. Syntax is generally clear and provides no barrier to understanding. Overall, word choice is clear and appropriate but tends to be less precise and effective.
3 **Adequate** **Control of the** **Domain**	The writer's focus or thesis is stated or implied but may be general or overly vague; the focus may only partially guide the paper's development. Content is under-developed, often or habitually general, vague, or repetitious. There are one or two generic ideas that are repeated over and over in lieu of development or a focus on the writer's purpose. An introduction and conclusion frame the discussion but tends not to have a sense of the audience. The transitions break down, leaving the organization often confused. The writer's purpose is unclear and writes without a sense of connection with an audience. Syntax can range from generally clear to frequently awkward or choppy and monotonous. Word choice tends to be vague or general.
2 **Basic Control of** **the Domain**	The writer attempts to create a focus or thesis in response to the prompt, but is not consistent with a purpose. An introduction and conclusion may be present but are very under-developed. Few transitional strategies aid readers. The writing lacks a clear purpose. The writer seems to be unaware of the need to communicate with an audience. Syntax is frequently awkward and uncontrolled. Word choice is frequently vague, awkward, and inadequate to the task.
1 **Minimal Control** **of the Domain**	The writer lacks a topic or thesis. The writing consists of unconnected phrases and sentences. A sense of organization in the writing is not apparent. A sense of purpose or audience in the writing is not apparent. Syntax is disorganized on uncontrolled. Word choice is random and/or not purposeful.
0	The writer is off topic, gives no response, or has illegible handwriting.

Writing Guide for English Language Learners: 2005 Required Rubric—Conventions

Student Name: _____ Grade Level: _____ Date: _____ Teacher: _____

Language of Assessment: English _____   Spanish _____   Other (Please Specify) _____

Version 1.2

Level	General Descriptors	Specific Descriptors
3 Points **Advanced Control**	The response demonstrates advanced control of a wide range of conventions identified in language arts' academic content standards:	• Uses parts of speech effectively, including nouns, pronouns, adjectives, and adverbials • Employs principles of agreement related to number, gender, and case • Uses punctuation and capitalization appropriately; marks conjunctions to separate sentences and connect independent clauses and commas to punctuate appositives and lists • Spells correctly in general and even on more difficult words • Uses word order and punctuation marks to distinguish statements, questions, exclamations, and commands • Errors are infrequent and minor
2 Points **Proficient Control**	The response demonstrates proficient control of the essential conventions identified in language arts' academic content standards:	• Generally controls grammar and usage (principles of agreement, noun and verb forms, superlative and comparative forms) • Uses capitalization and end-stop punctuation correctly most of the time; internal punctuation (commas, apostrophes) is sometimes missing or incorrect. • Generally uses correct spelling with common words but more difficult words are problematic • Errors are typical of those commonly found in a rough draft; errors do not significantly distort meaning
1 Point **Minimal Control**	The response demonstrates minimal control of the essential conventions identified in language arts' academic content standards:	• Shows poor control of grammar and usage, including subject/verb agreement, possessive forms, superlatives and comparatives • Erratic use of capitalization and punctuation with end-stop punctuation errors that result in fragments, splices, or run-ons • Spelling errors are frequent, even on common words • Errors are frequent, varied, and distracting
0 Points **Off Target**		

PART III:

FORMS

Establishing Inter-Rater Agreement:
Scoring the Student Samples with the MECCA Rubric and Reporting the
Results for Language Arts, Mathematics, Science, and Social Studies

Grade Level: _____ Content Area: _____

Rater 1:_____ Rater 2: _____

Independently, two raters assigned to a set of 10 student samples (from either one student or ten different students) interpret the students' work using the MECCA holistic rubric. Total scores are reported as M (Minimal), B (Basic), P (Proficient), or A (Advanced) and the letter is entered on the sheet. Each exact match in designation represents 10%; the total number of exact matches is summed to determine the overall agreement.

Remember that when designations are discrepant, a third rater must arbitrate. The third rater's score is the score that will count and should be noted in an addendum.

Sample #	Rater 1(Enter the letter M, B, P, or A)	Rater 2 (Enter the letter M, B, P, or A)	Agreement on Designation?
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Total agreement between raters (# of exact matches X 10) = __%

District Reporting Form by School and by Grade Level for Alternate Assessment for English Language Learners in Language Arts, Mathematics, Science, and Social Studies for the 2005-2006 School

School District _____   School _____

For English language learners with English language proficiency levels 1 and 2 at the benchmark grade levels, fill in the state designation for each content area. Use the boxes for L1 (the student's native language) or L2 (English) depending on the language of instruction and assessment. This assessment information may be placed and maintained on an Excel spread sheet at the school district level.

Grade Level 4

Last Name	First Name	Language Arts		Mathematics		Science		Social Studies	
		L1	L2	L1	L2	L1	L2	L1	L2
		L1	L2	L1	L2	L1	L2	L1	L2
		L1	L2	L1	L2	L1	L2	L1	L2
		L1	L2	L1	L2	L1	L2	L1	L2

Grade Level 8

Last Name	First Name	Language Arts		Mathematics		Science		Social Studies	
		L1	L2	L1	L2	L1	L2	L1	L2
		L1	L2	L1	L2	L1	L2	L1	L2
		L1	L2	L1	L2	L1	L2	L1	L2
		L1	L2	L1	L2	L1	L2	L1	L2

Grade Level 10

Last Name	First Name	Language Arts		Mathematics		Science		Social Studies	
		L1	L2	L1	L2	L1	L2	L1	L2
		L1	L2	L1	L2	L1	L2	L1	L2
		L1	L2	L1	L2	L1	L2	L1	L2
		L1	L2	L1	L2	L1	L2	L1	L2

District Reporting Form by School and by Grade Level for Alternate Assessment for English Language Learners in Reading and Mathematics for the 2005-2006 School

School District _____   School _____

For English language learners with English language proficiency levels 1 and 2 at the benchmark grade levels, fill in the state designation for each content area. Use the boxes for L1 (the student's native language) or L2 (English) depending on the language of instruction and assessment. This information may be placed and maintained on an Excel spread sheet at the school district level.

Grade Level 3

Last Name	First Name	Reading		Mathematics	
		L1	L2	L1	L2
		L1	L2	L1	L2
		L1	L2	L1	L2

Grade Level 5

Last Name	First Name	Reading		Mathematics	
		L1	L2	L1	L2
		L1	L2	L1	L2
		L1	L2	L1	L2

Grade Level 6

Last Name	First Name	Reading		Mathematics	
		L1	L2	L1	L2
		L1	L2	L1	L2
		L1	L2	L1	L2

Grade Level 7

Last Name	First Name	Reading		Mathematics	
		L1	L2	L1	L2
		L1	L2	L1	L2
		L1	L2	L1	L2

Establishing Inter-Rater Agreement: Scoring the Student Samples with the Reading Rubric and Reporting the Results

Grade Level: _____ Rater 1: _____ Rater 2: _____

Independently, two raters assigned to a set of 10 student samples interpret the students' work using the reading rubric. Total scores are reported as M (Minimal), B (Basic), P (Proficient), or A (Advanced) and the letter is entered on the sheet. Each exact match in designation represents 10%; the total number of exact matches is summed to determine the overall agreement.

Remember that when designations are discrepant, a third rater must arbitrate. The third rater's score is the score that will count and should be noted in an addendum.

Sample #	Rater 1(Enter the letter M, B, P, or A)	Rater 2 (Enter the letter M, B, P, or A)	Agreement on Designation?
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Total agreement between raters (# of exact matches X 10) = _____%

Establishing Inter-Rater Agreement: Scoring the Student Samples with the Writing Rubrics and Reporting the Results

Unlike the students taking the WKCE, ELLs taking the alternate assessment will receive a state designation of minimal, basic, proficient, or advanced. Students taking the WKCE will receive separate numeric scores for the writing section of the test; one score for each of the two rubrics. The scores will not be equated with a state proficiency level designation. **Only** ELL students taking alternate assessment will receive a state designation. However, in keeping with the practice of the WKCE reporting, DPI encourages teachers to maintain a record of the separate scores and make them available to students and families if requested.

The two writing rubrics for English language learners are modified versions of the state rubrics designed for native speakers of English. There are two scores: a 6 point scale for the overall domain of composition and a 3 point scale for writing conventions. The scores should be recorded separately, but then added together to create a composite score, which equates to a state designation as follows:

Proficiency Level Designation	Composite Score
Advanced	7-9
Proficient	4-6
Basic	2-3
Minimal	0-1

Independently, two raters assigned to a set of student samples interpret the students' work and enter the score in the appropriate columns for Rater 1 or Rater 2. The two raters' scores are then averaged together. (Example: rater 1 gives a score of 5 and rater 2 gives a 4, the student's score will be a 4.5.) However, if the individual scores are discrepant by more than 1, a third rater must score the sample. The third rater's score is then averaged with the original score that is *closet* to the score assigned by the third rater. The third rater's score should be noted in an addendum.

The scores from each rubric—Composition and Conventions—are added together to arrive at a composite score. Then, assign a proficiency level designation based upon the numeric composite score according to the chart above.

Finally, assess the inter-rater agreement, where each instance of agreement equal 10% (assuming 10 student samples). Record the percent of agreement below the chart on the following page.

Establishing Inter-Rater Agreement: Scoring the Student Samples with the Writing Rubrics and Reporting the Results

Grade Level: _____ Rater 1: _____ Rater 2: _____

Sample #	Composition			Conventions			Composite Score	State Designation
	Rater 1	**Rater 2**	**Agreement on score**	**Rater 1**	**Rater 2**	**Agreement on score**		
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Total agreement between composition raters (# of exact matches x 10)=   _____%

Total agreement between conventions raters (# of exact matches x 10)=   _____%

District Reporting Form by School by Grade Level for Alternate Assessment for English Language Learners in Reading and Writing (Grades 4, 8 and 10) for the 2005-2006 School Year

School District _____   School _____

For English language learners with English language proficiency levels 1 and 2 at the benchmark grade levels, fill in the state designation for reading and writing. Use the boxes for L1 (the student's native language) or L2 (English), depending on the language of instruction and assessment. This assessment information may be placed and maintained on an Excel spread sheet at the school district level.

Grade Level 4

Last Name	First Name	Reading		Writing	
		L1	L2	L1	L2
		L1	L2	L1	L2
		L1	L2	L1	L2
		L1	L2	L1	L2

Grade Level 8

Last Name	First Name	Reading		Writing	
		L1	L2	L1	L2
		L1	L2	L1	L2
		L1	L2	L1	L2
		L1	L2	L1	L2

Grade Level 10

Last Name	First Name	Reading		Writing	
		L1	L2	L1	L2
		L1	L2	L1	L2
		L1	L2	L1	L2
		L1	L2	L1	L2

2005-2006 District Report on Inter-Rater Agreement for Alternate Assessment of English Language Learners in Grades 4, 8 and 10

Date: _____

Based on the combined inter-rater agreement for each content area at the designated benchmark grade level for the school district, supply the overall percent of inter-rater agreement reached.

Inter-rater agreement on student work samples using the MECCA rubric for each benchmark grade level, expressed in percent.

	Grade Level 4	**Grade Level 8**	**Grade Level 10**
Language Arts	**%**	**%**	**%**
Mathematics	**%**	**%**	**%**
Science	**%**	**%**	**%**
Social Studies	**%**	**%**	**%**

Inter-rater agreement on student work samples using the writing and reading rubrics for each benchmark grade level, expressed in percent

	Grade Level 4	**Grade Level 8**	**Grade Level 10**
Writing	**%**	**%**	**%**
Reading	**%**	**%**	**%**

Certified as authentic:

_____ _____
Name   Position

_____ _____
School   School District

2005-2006 District Report on Inter-Rater Agreement for Alternate Assessment of English Language Learners in Grades 3, 5, 6 and 7

Date: _____

Based on the combined inter-rater agreement for each content area at the designated benchmark grade level for the school district, supply the overall percent of inter-rater agreement reached.

Inter-rater agreement on student work samples using the MECCA rubric for each benchmark grade level, expressed in percent.

	Grade 3	Grade 5	Grade 6	Grade 7
Mathematics	%	%	%	%

Inter-rater agreement on student work samples using the reading rubric for each benchmark grade level, expressed in percent

	Grade 3	Grade 5	Grade 6	Grade 7
Reading	%	%	%	%

Certified as authentic:

_____   _____
Name   Position

_____   _____
School   School District

PART IV:

RESOURCE DOCUMENTS

School districts, schools, or teachers are welcome to copy the following forms for their English language learners. To readily identify each content area, a color code system might be devised (for example, buff for language arts, yellow for mathematics, blue for science, and green for social studies).

When interpreting student work samples, the easiest method to score is to circle the designation that typifies the student's performance: minimal, basic, proficient, or advanced. Teachers are to work in pairs, score independently, compare results, and determine their inter-rater agreement (see Part III for details).

This section contains MECCA rubrics labeled for each content area, which include:

- Measuring Essential Communication in the Content Areas (MECCA)- 2005 Required Holistic Rubric: LANGUAGE ARTS

- Measuring Essential Communication in the Content Areas (MECCA)- 2005 Required Holistic Rubric: MATHEMATICS

- Measuring Essential Communication in the Content Areas (MECCA)- 2005 Required Holistic Rubric: SCIENCE

- Measuring Essential Communication in the Content Areas (MECCA)- 2005 Required Holistic Rubric: SOCIAL STUDIES

Measuring Essential Communication in the Content Areas (MECCA) – 2005 Required Holistic Rubric

Student Name: _____ **Grade Level :** _____ **Date:** _____ **Teacher:** _____

Content Area: **Language Arts**   **Evidence:**   Oral _____   Written _____   Graphic _____

Language of Assessment: **English** _____   **Spanish** _____   **Other (Please Specify)** _____

Advanced	Represents the interrelatedness of content area concepts with or without graphic representations. Displays a deep understanding and use of content-specific, grade level vocabulary. Solves complex problems using a variety of reasoning strategies with clear evidence of abstract reasoning. Infers and synthesizes meaning to create and transform knowledge. Presents ideas and concepts with coherence and organization. Consistently uses language patterns associated with the content area with accuracy.
Proficient	Represents some content area concepts using graphic representation (such as models, charts, tables, graphs, drawings, concept maps, displays, or illustrations) and some concepts without graphic support. Consistently uses content-specific, grade level vocabulary. Solves concrete, content-based problems using a variety of strategies with some evidence of abstract reasoning. Creates meaning in familiar situations but does not transform knowledge to create new meaning. Presents ideas and concepts, but not always with coherence or organization. Uses language patterns associated with the content area, with few errors in usage.
Basic	Reproduces some content area concepts using graphic representation such as models, charts, tables, graphs, drawings, concept maps, displays, illustrations, or other graphic support. Reproduces content-related and some content-specific vocabulary. Reorganizes the presentation of content-related concepts on a limited basis to solve explicit problems with no apparent use of abstract reasoning. Sometimes uses language patterns typically associated with the content area, with obvious errors in usage that may impede meaning.
Minimal	Identifies some content area concepts when associated with visual or graphic support. Primarily uses everyday language in place of content-specific vocabulary. May recognize concrete concepts, but is unable to solve problems in the content area. Uses limited, repetitive language patterns to communicate content, with errors that typically impede meaning.

Measuring Essential Communication in the Content Areas (MECCA) – 2005 Required Holistic Rubric

Student Name: _____ **Grade Level :** _____ **Date:** _____ **Teacher:** _____

Content Area: **Mathematics**   **Evidence:** Oral _____ Written _____ Graphic _____

Language of Assessment: English _____   Spanish _____   Other (Please Specify) _____

Advanced	Represents the interrelatedness of content area concepts with or without graphic representations. Displays a deep understanding and use of content-specific, grade level vocabulary. Solves complex problems using a variety of reasoning strategies with clear evidence of abstract reasoning. Infers and synthesizes meaning to create and transform knowledge. Presents ideas and concepts with coherence and organization. Consistently uses language patterns associated with the content area with accuracy.
Proficient	Represents some content area concepts using graphic representation (such as models, charts, tables, graphs, drawings, concept maps, displays, or illustrations) and some concepts without graphic support. Consistently uses content-specific, grade level vocabulary. Solves concrete, content-based problems using a variety of strategies with some evidence of abstract reasoning. Creates meaning in familiar situations but does not transform knowledge to create new meaning. Presents ideas and concepts, but not always with coherence or organization. Uses language patterns associated with the content area, with few errors in usage.
Basic	Reproduces some content area concepts using graphic representation such as models, charts, tables, graphs, drawings, concept maps, displays, illustrations, or other graphic support. Reproduces content-related and some content-specific vocabulary. Reorganizes the presentation of content-related concepts on a limited basis to solve explicit problems with no apparent use of abstract reasoning. Sometimes uses language patterns typically associated with the content area, with obvious errors in usage that may impede meaning.
Minimal	Identifies some content area concepts when associated with visual or graphic support. Primarily uses everyday language in place of content-specific vocabulary. May recognize concrete concepts, but is unable to solve problems in the content area. Uses limited, repetitious language patterns to communicate content, with errors that typically impede meaning.

Measuring Essential Communication in the Content Areas (MECCA) – 2005 Required Holistic Rubric

Student Name: _____ **Grade Level:** _____ **Date:** _____ **Teacher:** _____

Content Area: **Science**   **Evidence: Oral ___   Written ____   Graphic ____**

Language of Assessment: English ____   Spanish ____   Other (Please Specify) _____

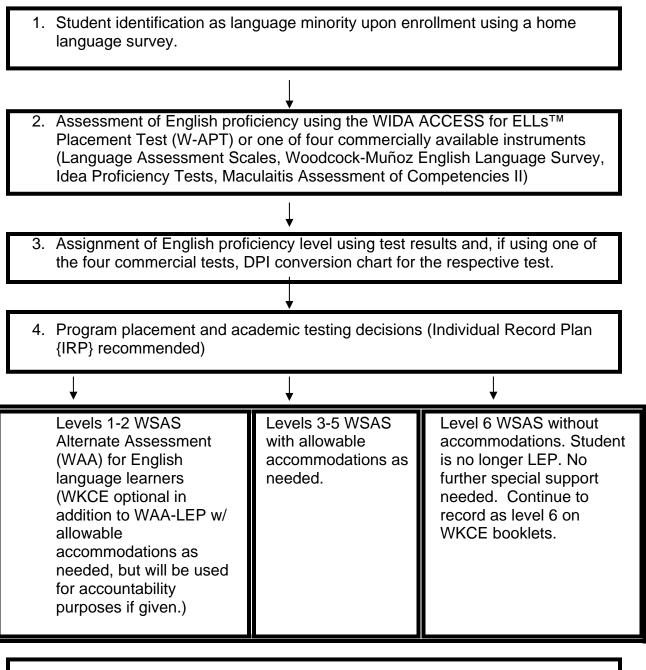|	
Advanced	Represents the interrelatedness of content area concepts with or without graphic representations. Displays a deep understanding and use of content-specific, grade level vocabulary. Solves complex problems using a variety of reasoning strategies with clear evidence of abstract reasoning. Infers and synthesizes meaning to create and transform knowledge. Presents ideas and concepts with coherence and organization. Consistently uses language patterns associated with the content area with accuracy.
Proficient	Represents some content area concepts using graphic representation (such as models, charts, tables, graphs, drawings, concept maps, displays, or illustrations) and some concepts without graphic support. Consistently uses content-specific, grade level vocabulary. Solves concrete, content-based problems using a variety of strategies with some evidence of abstract reasoning. Creates meaning in familiar situations but does not transform knowledge to create new meaning. Presents ideas and concepts, but not always with coherence or organization. Uses language patterns associated with the content area, with few errors in usage.
Basic	Reproduces some content area concepts using graphic representation such as models, charts, tables, graphs, drawings, concept maps, displays, illustrations, or other graphic support. Reproduces content-related and some content-specific vocabulary. Reorganizes the presentation of content-related concepts on a limited basis to solve explicit problems with no apparent use of abstract reasoning. Sometimes uses language patterns typically associated with the content area, with obvious errors in usage that may impede meaning.
Minimal	Identifies some content area concepts when associated with visual or graphic support. Primarily uses everyday language in place of content-specific vocabulary. May recognize concrete concepts, but is unable to solve problems in the content area. Uses limited, repetitious language patterns to communicate content, with errors that typically impede meaning.

Measuring Essential Communication in the Content Areas (MECCA) – 2005 Required Holistic Rubric

Student Name: _____ Grade Level: _____ Date: _____ Teacher: _____

Content Area: **Social Studies**   Evidence: Oral _____ Written _____ Graphic _____

Language of Assessment: English _____   Spanish _____   Other (Please Specify) _____

Advanced	Represents the interrelatedness of content area concepts with or without graphic representations. Displays a deep understanding and use of content-specific, grade level vocabulary. Solves complex problems using a variety of reasoning strategies with clear evidence of abstract reasoning. Infers and synthesizes meaning to create and transform knowledge. Presents ideas and concepts with coherence and organization. Consistently uses language patterns associated with the content area with accuracy.
Proficient	Represents some content area concepts using graphic representation (such as models, charts, tables, graphs, drawings, concept maps, displays, or illustrations) and some concepts without graphic support. Consistently uses content-specific, grade level vocabulary. Solves concrete, content-based problems using a variety of strategies with some evidence of abstract reasoning. Creates meaning in familiar situations but does not transform knowledge to create new meaning. Presents ideas and concepts, but not always with coherence or organization. Uses language patterns associated with the content area, with few errors in usage.
Basic	Reproduces some content area concepts using graphic representation such as models, charts, tables, graphs, drawings, concept maps, displays, illustrations, or other graphic support. Reproduces content-related and some content-specific vocabulary. Reorganizes the presentation of content-related concepts on a limited basis to solve explicit problems with no apparent use of abstract reasoning. Sometimes uses language patterns typically associated with the content area, with obvious errors in usage that may impede meaning.
Minimal	Identifies some content area concepts when associated with visual or graphic support. Primarily uses everyday language in place of content-specific vocabulary. May recognize concrete concepts, but is unable to solve problems in the content area. Uses limited, repetitious language patterns to communicate content, with errors that typically impede meaning.

PART V:

SUPPLEMENTAL MATERIALS

Steps for Identifying, Placing, and Assessing English Language Learners

1. Student identification as language minority upon enrollment using a home language survey.

2. Assessment of English proficiency using the WIDA ACCESS for ELLs™ Placement Test (W-APT) or one of four commercially available instruments (Language Assessment Scales, Woodcock-Muñoz English Language Survey, Idea Proficiency Tests, Maculaitis Assessment of Competencies II)

3. Assignment of English proficiency level using test results and, if using one of the four commercial tests, DPI conversion chart for the respective test.

4. Program placement and academic testing decisions (Individual Record Plan {IRP} recommended)

Levels 1-2 WSAS Alternate Assessment (WAA) for English language learners (WKCE optional in addition to WAA-LEP w/ allowable accommodations as needed, but will be used for accountability purposes if given.)	Levels 3-5 WSAS with allowable accommodations as needed.	Level 6 WSAS without accommodations. Student is no longer LEP. No further special support needed. Continue to record as level 6 on WKCE booklets.

5. Annual English proficiency assessments (ACCESS for ELLs™) to measure growth (repeat steps 3 & 4).

Note: Most English language learners should reach full English proficiency and age appropriate academic parity in five to seven years with good native language and English language support.

English Language Proficiency Levels: Definitions

On the following three pages, definitions, or descriptors, of the English language proficiency levels are provided. The first set of definitions, built upon the legal definitions, are the Performance Definitions of proficiency levels 1 though 5 that are integral to the new WIDA ELP Standards now in use in Wisconsin. These definitions are a more detailed articulation than the legal definitions of what students at each level should be able to process, understand, produce, or use in terms of the English language in academic settings. (Levels 6, formerly LEP, and 7, never classified as LEP, remain in use in Wisconsin, but are not included on the performance definitions chart on the following page.)

For your reference, the English Language proficiency levels as defined by Wisconsin Administrative Rule PI-13 are included here as well. These include descriptions of how a student at each proficiency level, including levels 6 and 7, may appear.

The Performance Definitions for the *WIDA English language Proficiency Standards* are the preferred definitions. When using a combination of test scores and teacher judgment to place a student in a particular level, please refer to these definitions.

Performance Definitions for the K-12 English Language Proficiency Standards

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

Levels of English Language Proficiency				
1- **Entering**	**2-** **Beginning**	**3-** **Developing**	**4-** **Expanding**	**5-** **Bridging**
• pictorial or graphic representation of the language of the content areas; • words, phrases, or chunks of language, when presented with one-step commands, directions, wh-questions, or statements with visual and graphic support	• general language related to the content areas; • phrases or short sentences; ➢ oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication, when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support	• general and some specific language of the content areas; • expanded sentences in oral interaction or written paragraphs; ➢ oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support	• specific and some technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; ➢ oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication, when presented with oral or written connected discourse with occasional visual and graphic support	• the technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse including stories, essays, or reports; ➢ oral or written language approaching comparability to that of proficient English peers, when presented with grade level material

English Language Proficiency Levels

LIMITED ENGLISH PROFICIENCY LEVELS [PI 13.07(1)-(5), Wis. Admin. Rule]

Level 1 – Beginning/Preproduction:

The student does not understand or speak English with the exception of a few isolated words or expressions.

Level 2 – Beginning/Production:

The student understands and speaks conversational and academic English with hesitancy and difficulty.

The student understands parts of lessons and simple directions.

The student is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.

Level 3 – Intermediate:

The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty.

The student is post-emergent, developing reading comprehension and writing skills in English.

The student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

Level 4 – Advanced Intermediate:

The student understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy.

The student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

Level 5 – Advanced:

The student understands and speaks conversational and academic English well.

The student is near proficient in reading, writing, and content area skills needed to meet grade level expectations.

The student requires occasional support.

FULL ENGLISH PROFICIENCY LEVELS

Level 6 – Formerly LEP/Now Fully English Proficient:

The student was formerly limited-English proficient and is now fully English proficient.

The student reads, writes, speaks and comprehends English within academic classroom settings.

Level 7 – Fully English Proficient/Never Limited-English Proficient

The student was never classified as limited-English proficient and does not fit the definition of a limited-English proficient student outlined in either state of federal law.

Proficency Testing for
Wisconsin English Language Learner (ELL) Student Levels

The federal No Child Left Behind (NCLB) Act of 2001 requires districts to annually assess the English proficiency gains of all English language learners (ELL). To that end, state educational agencies (SEAs) must establish annual measurable achievement objectives (AMAOs) for English language proficiency and report gains in a consistent manner to demonstrate that students are meeting the AMAOs. The AMAOs represent annual goals for student growth in English language proficiency.

The future of proficiency testing: ACCESS for ELLS™

Beginning in the 2005-2006 academic year, all English language learners in Wisconsin public schools will be tested annually using the WIDA Consortium-developed *Assessing Comprehension and Communication in English State to State for English Language Learners* (ACCESS for ELLs™) English language proficiency test. Scores from this test and their corresponding proficiency levels will be reported as the basis of AMAOs for Wisconsin ELLs. Beginning this year (2005-2006), scores from commercially available ELP tests currently in use in Wisconsin will not be acceptable in determining official proficiency levels or for reporting student progress in attaining English language proficiency. These tests (i.e., IPT, LAS, W-M, and MAC II) may still be used for placing new students. However, a free screener, known as the WIDA ACCESS Placement Test (W-APT) and aligned with the ACCESS for ELLs™, will be available year-round for this purpose. The W-APT can be found via a secure link from the WIDA Consortium website: http://www.wida.us.

Conversion Charts for Wisconsin English Language Learner (ELL) Student Levels

The following conversion charts will assist teachers and administrators in meeting the requirement to assess English language proficiency and progress and report the results in a consistent manner. The charts provide the scores for Wisconsin's four approved English language proficiency assessment instruments that correspond to the state's definition of English proficiency at each of five levels and at the midpoint between levels. The level 3 scores are especially significant as this is the point at which ELL students must take the Wisconsin Reading Comprehension Test (WRCT) and the Wisconsin Knowledge and Concepts Exam (WKCE), with accommodations. ELL students scoring below level 3 may participate in WRCT or WKCE but must participate in alternate assessment as required under PI-13.

Using the Cut Scores
English language proficiency cut scores serve several purposes. First, by correlating test scores with proficiency levels, the charts help teachers place students in the levels in which they can secure the services that best meet their students' language and academic needs. Second, by providing an interval step between each proficiency level, teachers, administrators and families can see that even though a student may not advance a whole level from one year to the next, they can still note progress within a level. For example, a student may remain at proficiency level 2 for two years, seemingly making no progress. However, his or her test scores may reveal that he or she has advanced from a "low" level 2 to a "high" level 2 (2.5), demonstrating progress. Finally, cut scores can give teachers, administrators and families realistic expectations of student progress over time. A kindergarten student beginning school at English proficiency level 1 can be expected to reach level 3 by third or fourth grade if the student continues to make adequate yearly progress.

The cut scores were first established through a standards-setting process using a procedure known as a *Modified Angoff.* The scores were then compared to the test publishers' technical manuals to arrive at final scores that would be both consistent across tests to the extent possible and reflective of the Wisconsin limited English proficiency definitions.

In the pages that follow, cut scores are given for each of the four state-approved tests—IPT, LAS, MAC II, and Woodcock-Muñoz—for each language proficiency level at each grade level or grade level cluster. To determine a student's English language proficiency level based upon test scores, find the column that corresponds to the student's grade level and then locate his or her oral, listening, reading and writing scores (as applicable) within the grade level column. The score at the *lowest* level determines the student's proficiency level. Scores for the individual skills tested should **not** be averaged together.

Examples
If Chung Min, a third grade student, took the IPT 2 test and obtained a level D on the oral test (English language proficiency level 3), a score of 31 on the reading test (proficiency level 3) and a 9 on the writing test (proficiency level 2), Chung Min would be classified as proficient at level 2. Chung Min's oral and reading scores are at the proficiency level 3 for his grade, but his writing score is at level 2. Therefore, he must be classified at the level of his lowest score. To determine Chung Min's progress over time, compare his current scores with his scores from the test taken in second grade. His expected annual growth should be no less than one half of a level. Ideally, he should have moved from level 1 or 1.5 to level 2.

Similarly, if Maria, a tenth grade student, obtained the following scores on the MAC II test: speaking 222 (proficiency level 4); listening, 201 (proficiency level 3.5), reading, 216 (proficiency level 3); and writing, 200 (proficiency level 2.5), she would be classified as level 2 because her writing score, the lowest of the four scores, falls within the level 2 range. Please note that if a student's score falls in the upper range of a given level (1.5, 2.5, 3.5, or 4.5) the student's proficiency level is reported to the state as a whole number. For example, if a student scored 58 on the LAS reading test, which is 2.5 on the chart, he or she should be reported to the state as a level 2 student; the level is **not** rounded up. However, schools and districts should keep track of the more detailed English proficiency level designation.

To determine a student's annual progress, locate last year's scores and compare them with the student's most recent scores for his or her grade level. If the student has moved up at least a half level, he or she can be said to be meeting annual measurable achievement objectives for English language proficiency.

The future of cut scores and proficiency testing: ACCESS for ELLS™
Beginning in the 2005-2006 academic year, all English language learners in Wisconsin public schools will be tested annually using the WIDA Consortium-developed *Assessing Comprehension and Communication in English State to State for English Language Learners* (ACCESS for ELLs™) English language proficiency test. Scores from this test and their corresponding proficiency levels will be reported as the basis of AMAOs for Wisconsin ELLs. After this year (2005-2006), scores from commercially available ELP tests currently in use in Wisconsin will not be acceptable in determining official proficiency levels or for reporting student progress in attaining English language proficiency. These tests (i.e., IPT, LAS, W-M, and MAC II) may still be used for placing new students. However, a free screener, aligned with the ACCESS for ELLs™, will be available year-round for this purpose.

IPT 2004 Cut Scores

Prof. Level	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Grades 5 - 6	Grades 7 - 12
1	Oral IPT 1 Level A-B Early Lit Rdg 0-15 Early Lit Wrtg 0-9	Oral IPT 1 Level A-B Early Lit Rdg 0-25 Early Lit Wrtg 0-11	Oral IPT 1 Level A-B IPT 1 Rdg 0 - 15 IPT 1 Wrtg 0-6	Oral IPT I Level A-B IPT 1 Rdg 0 - 20 IPT 1 Wrtg 0-8	Oral IPT 1 Level A-B IPT 2 Rdg 0 - 20 IPT 2 Wrtg 0-6	Oral IPT 1 Level A-B IPT 2 Rdg 0 - 20 IPT 2 Wrtg 0-5	Oral IPT 2 Level A IPT 3 Rdg 0 - 20 IPT 3 Wrtg 0-2
2	Oral IPT 1 Level C Early Lit Rdg 16-20 Early Lit Wrtg 10-11	Oral IPT 1 Level C Early Lit Rdg 26-33 Early Lit Wrtg 12-13	Oral IPT 1 Level C IPT 1 Rdg 16 - 20 IPT1Wrtg 7 - 9	Oral IPT 1 Level C IPT 1 Rdg 21 - 25 IPT1 Wrtg 9 - 10	Oral IPT 1 Level C IPT 2 Rdg 21-23 IPT2 Wrtg 7 - 8	Oral IPT 1 Level C IPT 2 Rdg 21 -24 IPT2 Wrtg 6 - 7	Oral IPT 2 Level B IPT 3 Rdg 21-25 IPT3 Wrtg 3 - 4
2.5	Oral IPT Level C Early Lit. Rdg 20 - 25 Early Lit. Wrtg 12	Oral IPT Level C Early Lit. Rdg 34 - 40 Early Lit. Wrtg 14	Oral IPT Level C IPT 1. Rdg 21 - 25 IPT 1. Wrtg 10 - 11	Oral IPT Level C IPT 1. Rdg 26 - 28 IPT 1 Wrtg 11 - 12	Oral IPT 1 Level C IPT 2 Rdg 24 - 26 IPT 2 Wrtg 9 - 11	Oral IPT 1 Level C IPT 2 Rdg 25 - 28 IPT 2 Wrtg 8 - 9	Oral IPT 2 Level B IPT 3 Rdg 26 -30 IPT 3 Wrtg 5 - 6
3	Oral IPT 1 Level D Early Lit Rdg 26-30 Early Lit Wrtg 13	Oral IPT 1 Level D Early Lit Rdg 41-45 Early Lit Wrtg 15	Oral IPT 1 Level D IPT 1 Rdg 26 - 30 IPT 1 Wrtg 12	Oral IPT 1 Level D IPT 1Rdg 29 - 33 IPT 1 Wrtg 13	Oral IPT 1 Level D IPT 2 Rdg 27 - 28 IPT 2 Wrtg 12 - 13	Oral IPT 1 Level D IPT 2 Rdg 29 - 32 IPT 2 Wrtg 10 - 11	Oral IPT 2 Level C IPT 3 Rdg 31-35 IPT 3 Wrtg 7 - 8
3.5	Oral IPT Level D Early Lit Rdg 31 - 34 Early Litwrt 13	Oral IPT Level D Early Lit Rdg 46 - 50 Early Litwrt 16	Oral IPT Level D IPT 1 Rdg 31 - 33 IPT 1 wrtg 13	Oral IPT Level D IPT 1 Rdg 34 - 38 IPT 1wrtg 14	Oral IPT 1 Level D IPT 2 Rdg 29 -30 IPT 2 Wrtg 14	Oral IPT 1 Level D IPT 2 Rdg 33 - 35 IPT 2 Wrtg 12	Oral IPT 2 Level C IPT 3 Rdg 36 - 38 IPT 3 Wrtg 9 - 10
4	Oral IPT 1 Level E Early Lit Rdg 35-37 Early Lit Wrtg 14	Oral IPT 1 Level E Early Lit Rdg 51-53 Early Lit Wrtg 17	Oral IPT 1 Level E IPT 1 Rdg 34 - 36 IPT 1 Wrtg 14	Oral IPT 1 Level E IPT 1 Rdg 39 - 41 IPT 1 Wrtg 15	Oral IPT 1 Level E IPT 2 Rdg 31- 33 IPT 2 Wrtg 15	Oral IPT 1 Level E IPT 2 Rdg 36 - 38 IPT 2 Wrtg 13 - 14	Oral IPT 2 Level D IPT 3 Rdg 39-42 IPT 3 Wrtg 11 - 12
4.5	Oral IPT 1 Level E Early Lit Rdg 38 - 40 Early Lit Wrtg 14	Oral IPT 1 Level E Early Lit Rdg 54 - 57 Early Lit Wrtg 18	Oral IPT 1 Level E IPT 1 Rdg 37 40 IPT 1 wrtg 15	Oral IPT 1 Level E IPT 1 Rdg 42 - 45 IPT 1 Wrtg 16	Oral IPT 1 Level E IPT 2 Rdg 34 -38 IPT 2 Wrtg 16	Oral IPT 1 Level E IPT 2 Rdg 39 - 43 IPT 2 Wrtg 15	Oral IPT 2 Level D IPT 3 Rdg 43- 46 IPT 3 Wrtg 13 - 15
5	Oral IPT 1 Level F Early Lit Rdg 41-44 Early Lit Wrtg 15	Oral IPT 1 Level F Early Lit Rdg 58-60 Early Lit Wrtg 19-20	Oral IPT 1 Level F IPT 1 Rdg 41 - 50 IPT 1 Wrtg 16 - 18	Oral IPT 1 Level F IPT 1 Rdg 46 - 50 IPT 1 Wrtg 17 - 18	Oral IPT 1 Level F IPT 2 Rdg 38 - 45 IPT 2 Wrtg 17 - 18	Oral IPT 1 Level F IPT 2 Rdg 44 - 47 IPT 2 Wrtg 16 - 18	Oral IPT 2 Level E IPT 3 Rdg 47-50 IPT 3 Wrtg 16 - 18
EXIT	Early Lit Rdg 45	Early Lit Rdg over 60 Early Lit Wrtg over 20	IPT 1 Rdg 51 IPT 1 Wrtg 19	IPT 1 Rdg 51 IPT 1 Wrtg 19	IPT 2 Rdg over 45 IPT 2 Wrtg 19	IPT 2 Rdg over 47 IPT 2 Wrtg 19	IPT 3 Rdg over 50 IPT 3 Wrtg over 18

LEP 1 students in grades k-3 are expected to make at least 7 points of progress in reading and at least 4 points of progress in writing.

LEP 1 students in grades 4-12 should make at least 10 points progress in reading and 2 in writing.

LAS Test Cut Scores

Proficiency Level	Kindergarten	First Grade	Second Grade	Grade 3	Grades 4-6	Grades 7-12
1	Pre-LAS 2000 C Oral 0-44 Pre-lit 0-25	Pre LAS 2000 D Oral 0-44 Pre-Lit 0-30	LAS-Oral 1C 0-44	LAS-Oral 1C 0-44	LAS-Oral 1C/D 0-44	LAS-Oral 2C/D 0-44
1.5	Pre-LAS 2000 C Oral 45-56 Pre-lit 26-40	Pre LAS 2000 D Oral 45-61 Pre-Lit 31-45	n/a	n/a	n/a	n/a
2	Pre-LAS 2000 C Oral 57-60 Pre-Lit 41-50	Pre-LAS 2000 D Oral 62-68 Pre-Lit 46-55	LAS-Oral 1C 45-68	LAS-Oral 1C 45-68	LAS-Oral 1C/D 45-68	LAS-Oral 2C/D 45-66
2.5	Pre-LAS 2000 C Oral 61-66 Pre-Lit 51-59	Pre-LAS 2000 D Oral 69-71 Pre-Lit 56-62	LAS-Oral 1C 69 minimum score LAS R/W-1A Rdg 0-58 – Wr. 0-57	LAS-Oral 1C 69 minimum score LAS R/W-1A Rdg 0-58 – Wr. 0-57	LAS-Oral 1C/D 69 minimum score LAS R/W-2A/B Rdg 0-58 – Wr. 0-57	LAS-Oral 2C/D 67 minimum score LAS R/W-3A/B Rdg 0-58 – Wr. 0-57
3	Pre-LAS 2000 C Oral 67-70 Pre-Lit 60-69	Pre-LAS 2000 D Oral 72-76 Pre-Lit 63-70	LAS-Oral 1C 69 minimum score LAS R/W-1A Rdg 59 – Writing 58	LAS-Oral 1C 69 minimum score LAS R/W-1A Rdg 59 – Writing 58	LAS-Oral 1C/D 69 minimum score LAS R/W-2A/B Rdg 59 – Writing 58	LAS-Oral 2C 69 minimum score LAS R/W-3A/B Rdg 59 – Writing 58
3.5	Pre-LAS 2000 C Oral 71-76 Pre-Lit 70-75	Pre-LAS 2000 D Oral 77-81 Pre-Lit 71-79	LAS-Oral 1C 69 minimum score LAS R/W-1A Rdg 66 – Writing 65	LAS-Oral 1C 69 minimum score LAS R/W-1A Rdg 66 – Writing 65	LAS-Oral 1C/D 69 minimum score LAS R/W-2A/B Rdg 66 – Writing 65	LAS-Oral 2C/D 69 minimum score LAS R/W-3A/B Rdg 66 – Writing 65
4	Pre-LAS 2000 C Oral 77-86 Pre-Lit 76-79	Pre-LAS 2000 D Oral 82-91 Pre-Lit 80-90	LAS-Oral 1C 69 minimum score LAS R/W 1A Rdg 72 – Writing 71	LAS-Oral 1C 69 minimum score LAS R/W 1A Rdg 72 – Writing 71	LAS-Oral 1C/D 69 minimum score LAS R/W 2A/B Rdg 72 – Writing 71	LAS-Oral 2C/D 69 minimum score LAS R/W 3A/B Rdg 72 – Writing 71
5	Pre-LAS 2000 C Oral 87-100 Pre-Lit 80-100	Pre-LAS 2000 D Oral 92-100 Pre-Lit 91-100	LAS-Oral 1C 75-100 LAS R/W 1A Rdg 81 – Writing 80	LAS-Oral 1C 75-100 LAS R/W 1A Rdg 81 – Writing 80	LAS-Oral 1C/D 75-100 LAS R/W 2A/B Rdg 81 – Writing 80	LAS-Oral 2C/D 75-100 LAS R/W 3A/B Rdg 81 – Writing 80
Exit				Passage of 1 year's time after LAU 5 Designation	Passage of 1 year's time after LAU 5 Designation	Passage of 1 year's time after LAU 5 Designation

*Under current Milwaukee guidelines, a K-5 or 1st Grader should not be designated higher than LAU 2 as Milwaukee provides most ELL students with instruction in their native language at the k5/1st grade levels.

**Oral forms – 1C and 2C – can be replaced with forms 1D and 2D. Written forms – 1A, 2A, and 3A – can alternate with forms 1B, 2B, and 3B.

MAC II 2004 Cut Scores

Proficiency Level	Kindergarten	Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
1	Speaking: 0-182 Listening: 0-156 Reading: Writing:	Speaking: 114-182 Listening: 97-156 Reading: 0-112 Writing: 0-168	Speaking: 113-173 Listening: 79-150 Reading: 0-109 Writing: 0-119	Speaking: 107-180 Listening: 96-178 Reading: 0-119 Writing: 0-111	Speaking: 121-163 Listening: 99-159 Reading: 0-112 Writing: 0-115	Speaking: 103-161 Listening: 105-181 Reading: 0-101 Writing: 0-112
2	Speaking: 183-191 Listening: 157-166 Reading: Writing:	Speaking: 183-190 Listening: 157-164 Reading: 113-162 Writing: 169-200	Speaking: 174-181 Listening: 151-158 Reading: 110-157 Writing: 120-165	Speaking: 181-184 Listening: 179-184 Reading: 120-167 Writing: 112-158	Speaking: 164-173 Listening: 160-168 Reading: 113-160 Writing: 116-159	Speaking: 162-176 Listening: 182-187 Reading: 102-155 Writing: 113-160
2.5	Speaking: 192-200 Listening: 167-176 Reading: Writing:	Speaking: 191-197 Listening: 165-171 Reading: 163-211 Writing: 201-231	Speaking: 182-187 Listening: 159-165 Reading: 158-203 Writing: 166-210	Speaking: 185-186 Listening: 185-188 Reading: 168-214 Writing: 159-204	Speaking: 174-182 Listening: 169-176 Reading: 161-206 Writing: 160-201	Speaking: 177-190 Listening: 188-191 Reading: 156-208 Writing: 161-207
3	Speaking: 201-205 Listening: 177-185 Reading: Writing:	Speaking: 198-202 Listening: 172-179 Reading: 212-218 Writing: 232-237	Speaking: 188-192 Listening: 166-174 Reading: 204-210 Writing: 211-218	Speaking: 187-190 Listening: 189-191 Reading: 215-220 Writing: 205-212	Speaking: 183-190 Listening: 177-183 Reading: 207-213 Writing: 202-208	Speaking: 191-206 Listening: 192-199 Reading: 209-216 Writing: 208-216
3.5	Speaking: 206-209 Listening: 186-194 Reading: Writing:	Speaking: 203-205 Listening: 180-186 Reading: 219-224 Writing: 238-242	Speaking: 193-195 Listening: 175-181 Reading: 211-216 Writing: 219-224	Speaking: 191-193 Listening: 192-193 Reading: 221-225 Writing: 213-218	Speaking: 191-197 Listening: 184-189 Reading: 214-219 Writing: 209-214	Speaking: 207-221 Listening: 200-206 Reading: 217-222 Writing: 217-223
4	Speaking: 210-213 Listening: 195-203 Reading: Writing:	Speaking: 206-209 Listening: 187-191 Reading: 225-232 Writing: 243-248	Speaking: 196-204 Listening: 182-188 Reading: 217-223 Writing: 225-232	Speaking: 194-200 Listening: 194-200 Reading: 226-231 Writing: 219-226	Speaking: 198-207 Listening: 190-202 Reading: 220-227 Writing: 215-221	Speaking: 222-230 Listening: 207-214 Reading: 223-230 Writing: 224-232
4.5	Speaking: 214-216 Listening: 204-210 Reading: Writing:	Speaking: 210-211 Listening: 192-194 Reading: 233-238 Writing: 249-253	Speaking: 205-211 Listening: 189-193 Reading: 224-229 Writing: 233-239	Speaking: 201-205 Listening: 201-206 Reading: 232-236 Writing: 227-232	Speaking: 208-215 Listening: 203-214 Reading: 228-233 Writing: 222-227	Speaking: 231-237 Listening: 215-220 Reading: 231-237 Writing: 233-240
5	Speaking: 217-224 Listening: 211-223 Reading: Writing:	Speaking: 212-223 Listening: 195-212 Reading: 239-260 Writing: 254-258	Speaking: 212-245 Listening: 194-207 Reading: 230-252 Writing: 240-260	Speaking: 206-225 Listening: 207-231 Reading: 237-242 Writing: 233-239	Speaking: 216-254 Listening: 215-242 Reading: 234-251 Writing: 228-238	Speaking: 238-271 Listening: 221-245 Reading: 238-249 Writing: 241-250
EXIT	Composite S&L: Fall: 210 Spring: 220	Speaking: 224-above Listening: 213-above Reading: 261-above Writing: 259-above	Speaking: 246-above Listening: 208-above Reading: 253-above Writing: 261-above	Speaking: 226-above Listening: 232-above Reading: 243-above Writing: 240-above	Speaking: 255-above Listening: 243-above Reading: 252-above Writing: 239-above	Speaking: 272-above Listening: 246-above Reading: 250-above Writing: 251-above

Calculating Woodcock-Muñoz Scores

How to get W score for *Oral Language Ability*:

Add W scores from Picture Vocabulary Test (1) and Verbal Analogies Test (2) and divide by 2. This average is the Oral Language W Score.

How to get W score for *Reading/Writing Ability*:

Add W scores from the Letter/Word Identification Test (3) and Dictation Test (4) and divide by 2. This average is the Reading/Writing W Score.

- W Scores are found near the Raw Score in the scoring tables in the W/M test booklet. There are different scoring tables for each test (1-4).

- W Scores can be used to show annual growth if a student stays at the same W/M score for 2 consecutive years.

Woodcock-Muñoz 2004 Oral Cut Scores

Proficiency	K	1	2	3	4	5	6	7	8	9	10	11	12
1.0	WM 1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	410-411	**410-420**	**410-429**	**410-436**	**410-443**	**410-448**	**410-453**	**410-457**	**410-461**	**410-463**	**410-466**	**410-469**	**410-473**
1.5	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2
	412-418	**421-428**	**430-436**	**437-444**	**444-449**	**449-455**	**454-460**	**458-464**	**462-468**	**464-470**	**467-473**	**470-477**	**474-479**
2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0
	419-431	**429-440**	**437-449**	**445-456**	**450-463**	**456-468**	**461-473**	**465-477**	**469-481**	**471-484**	**474-486**	**478-489**	**480-493**
2.5	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3
	432-444	**441-453**	**450-462**	**457-469**	**464-475**	**469-480**	**474-485**	**478-490**	**482-493**	**485-496**	**487-499**	**489-502**	**494-505**
3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0
	445-451	**454-460**	**463-469**	**470-476**	**476-483**	**481-488**	**486-493**	**491-497**	**494-500**	**497-504**	**500-506**	**503-509**	**506-513**
3.5	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4
	452-458	**461-467**	**470-476**	**477-484**	**484-489**	**489-495**	**494-500**	**498-504**	**501-508**	**505-510**	**507-513**	**510-517**	**514-519**
4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0
	459-471	**468-480**	**477-489**	**485-496**	**490-503**	**496-508**	**501-513**	**505-517**	**509-520**	**511-524**	**514-526**	**518-529**	**520-533**
4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5
	472-475	**481-484**	**490-493**	**497-500**	**504-507**	**509-512**	**514-517**	**518-521**	**521-524**	**525-528**	**527-530**	**530-533**	**534-537**
5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0
	476-545	**485-545**	**494-545**	**501-545**	**508-545**	**513-545**	**518-545**	**522-545**	**525-545**	**529-545**	**531-545**	**534-545**	**538-545**

WM: Woodcock-Muñoz Test Score; the bold numbers (e.g., 410-411) are W scores, which are derived from the raw scores. Please consult the Woodcock-Muñoz Test Booklet for conversion tables.

Woodcock-Muñoz 2004 Reading/Writing Cut Scores

Proficiency	K	1	2	3	4	5	6	7	8	9	10	11	12
1.0	WM 1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	290-339	**290-371**	**290-406**	**290-423**	**290-435**	**290-444**	**290-452**	**290-458**	**290-464**	**290-469**	**290-473**	**290-476**	**290-480**
1.5	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2	WM 1.2
	340-346	**372-378**	**407-413**	**424-430**	**436-442**	**445-452**	**453-459**	**459-466**	**465-471**	**470-476**	**474-480**	**477-483**	**481-487**
2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0	WM 2.0
	347-359	**379-391**	**414-426**	**431-443**	**443-455**	**453-464**	**460-472**	**467-478**	**472-484**	**477-489**	**481-493**	**484-497**	**488-500**
2.5	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3	WM 2.3
	360-373	**392-403**	**427-439**	**444-456**	**456-468**	**465-477**	**473-485**	**479-491**	**485-497**	**490-502**	**494-506**	**498-509**	**501-512**
3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0	WM 3.0
	374-379	**404-411**	**440-446**	**457-463**	**469-475**	**478-484**	**486-492**	**492-498**	**498-504**	**503-509**	**507-513**	**510-516**	**513-520**
3.5	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4	WM 3.4
	380-386	**412-418**	**447-453**	**464-470**	**476-482**	**485-492**	**493-499**	**499-506**	**505-511**	**510-516**	**514-520**	**517-523**	**521-527**
4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0	WM 4.0
	387-399	**419-431**	**454-466**	**471-483**	**483-495**	**493-504**	**500-512**	**507-518**	**512-524**	**517-529**	**521-533**	**524-536**	**528-540**
4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5	WM 4.5
	400-403	**432-435**	**467-470**	**484-487**	**496-499**	**505-508**	**513-516**	**519-522**	**525-528**	**530-533**	**534-537**	**537-540**	**541-544**
5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0	WM 5.0
	404-550	**436-550**	**471-550**	**488-550**	**500-550**	**509-550**	**517-550**	**523-550**	**529-550**	**534-550**	**538-550**	**541-550**	**545-550**

WM: Woodcock-Muñoz Test Score; the bold numbers (e.g., 410-411) are W scores, which are derived from the raw scores. Please consult the Woodcock-Muñoz Test Booklet for conversion tables.

Four English Language Proficiency Tests Approved by the Wisconsin Department of Public Instruction as Required by PI 13
(Listed Alphabetically)

The changes in PI 13 require that each district assess English Language Learners for English Language Proficiency using a test approved by the Wisconsin Department of Public Instruction. For the 2005-2006 year, districts may choose to use the WIDA ACCESS Placement Test (W-APT) or one the four tests are listed below.

Test   *WIDA ACCESS Placement Test (W-APT)*

Publisher   WIDA Consortium

Website   www.wida.us

Test   *Idea Proficiency Tests (IPT)*

Publisher   Ballard and Tighe
480 Atlas Street
Brea, California 92821

Telephone   714-990-4332, 800-321-4332

FAX   714-255-9828

Website   Ballard-Tighe.com

E-mail   snatale@ballard-tighe.com

Test   *Language Assessment Scales (LAS)*

Publisher   CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey, CA 93940

Telephone   800-217-9190, 800-538-9547

FAX   800-282-0266

Website   www.ctb.com

E-mail   tmsupport@ctb.com

Test   *Mac II Test of English Language Proficiency*

Publisher   Touchstone Applied Science Associates, Inc. (TASA)
4 Hardscrabble Heights
P.O. Box 382
Brewster, New York P.O. Box 382

Telephone   800-800-2598, 845-277-4900

FAX   845-277-4900

Website   tasaliteracy.com

E-mail   mac@tasa.com

Test   *Woodcock-Muñoz Language Survey*

Publisher   The Riverside Publishing Company
425 Spring Lake Drive
Hasca, Illinois 60143

Telephone   800-323-9540

FAX   630-467-7192

Website   www.riversidepublishing.com